

Institutional audits

**Impact on program
review and teaching
practices**

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Audit - AUQA's Definition....

A systematic, independent determination whether:

- An organisation's planned arrangements are suitable to achieve it's goals (i.e. check the overall **approach**).
- Actual practice conforms to the planned arrangements (i.e. the **deployment**).
- The arrangements achieve the desired **results**.
- The organisation is learning and **improving** from its self-evaluation of its approach, deployment and results.



Audits...

- By very definition audits look into both institutional and programmatic processes
- In a similar manner, the scope of audits includes teaching related aspects



How?

- Goals and objectives as starting point
- Goal of a typical university gives a key place to teaching
- AUQA audit reports have a significant section on Teaching
- Indicative audit scope includes aspects related to teaching and program review



How?

Audit Panels examine

- the Teaching and Learning Plan
- how the Plan is resourced and implemented
- course trails on selected programs
- similar to trails followed for program review

More specifically

- admission
- assessment and moderation
- plagiarism
- graduate attributes



How?

Nature of the ADRI Cycle

- Examining the processes is only the beginning
- Evidence for the robustness of the processes comes from outcomes and outputs
- Deployment and results in the main are about program implementation and teaching-related aspects



How?

Evidence of Audit Panels' attention

- Maximum number of CARs in T&L
- Attention to T&L has always been high
- Includes attention to T&L in offshore locations
- TNE is more on teaching than on research
- TNE Framework of AUQA is built on many aspects that relate to teaching (eg: quality control of program delivery, Curriculum, Teaching...)



How?

Public nature of the audit reports

- Builds pressure on the institutions to act on Recommendations
- AUQA asks for a progress report
- Progress reports are made public
- Analysis of PRs
- A lot of actions have been taken
- There are many actions that relate to improving teaching practices and program quality



How?

Cycle 2

- Internationalisation as one of the two themes
- Covers many aspects of teaching and program delivery of TNE
- The other themes also have major overlaps with program reviews and teaching.
- Emphasis on standards and outcomes again is about programs and teaching

How?

Nature of the Australian Universities

- Freedom to design their own programs
- But in alignment with the AQF
- Strong internal QA mechanisms
- Robust QA for course design, approval & review
- Audits acknowledge the capability of the institutions' internal QA
- and check how well they demonstrate that capacity
- Professional accreditation is in place



Some examples....

- AUQA recommends that the Academic Board strengthen its ability to maintain an oversight of the academic activities of the University and, in particular, assure the quality of teaching and learning activities.
- AUQA recommends that once the proposed changes to the five-yearly course review process have been further considered by Academic Board, and agreement has been reached, the Board ensures that they are implemented.



Some examples....

- AUQA recommends that the University implement an effective mechanism for systematically assessing the teaching being carried out in its courses by staff of local partner organisations.
- AUQA commends the Learning Effectiveness Alliance Program (LEAP) as an excellent initiative, not only in the actual learning processes and improvements from its 13 projects, but also in the collaborative team approach to the projects....



Some examples....

- AUQA commends the University for the introduction of completion of the Graduate Certificate in Higher Education as a requirement for probation for academic staff...
- AUQA commends the University for the very thorough, rigorous and effective process of quality assurance in place in relation to courses offered overseas



- Institutional audits do not happen in a vacuum; they are built on programs and teaching practices.



Similar situation in India, Cambodia, Sri Lanka,
Philippines ...where institutional approaches are
built on programs ...



Institutional and program (or theme) level approaches serve some common purposes and many different purposes

They co-exist in most countries and the link between them are variable depending on many factors (eg size of the HE system, developmental stage of the HE sector, QA mechanisms that already exist,)

In an ideal situation - complementary



Questions for Discussion???

1. What are the distinct outcomes of institutional QA approaches (that cannot be achieved through other approaches)?
2. What are the distinct outcomes of programmatic QA approaches (that cannot be achieved through other approaches)?
3. How can they support and enhance the impact of each other? What are the factors that influence this relationship?





Discussion